

BINGHAMTON
UNIVERSITY

COLLEGE OF COMMUNITY
AND PUBLIC AFFAIRS

Department of Social Work

Binghamton University
College of Community and Public Affairs

Department of Social Work

Undergraduate Student Handbook
2026-2027

This Undergraduate Student Handbook 2026-2027 is your guide to the Department of Social Work.

It contains the most up-to-date information available on a variety of issues and topics that may be of interest and/or concern to you.

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Overview & Introduction

The Department of Social Work is housed within the College of Community and Public Affairs and is located in The University Downtown Center, 67 Washington Street, Binghamton, NY. Faculty and staff offices are presently located on the third floor.

The Department of Social Work is one of five departments within the College of Community and Public Affairs (CCPA). It houses an educational program leading to a Baccalaureate of Social Work (BSW) degree. The BSW program is one of two undergraduate programs within the CCPA. As a community-focused program, the Department of Social Work is responding to a critical need in the region for accessible, high-quality social work education. The curriculum of the department is designed to be in compliance with the Council on Social Work Education's Standards for Accreditation of Social Work Programs.

Some of the services utilized by undergraduate BSW students are provided centrally by the University. These include but are not limited to such services as alumni relations, degree certification, counseling services and career services. Other services for undergraduate social work students, such as academic advising, registration, and student progress evaluation are provided by Social Work faculty and staff. Social Work faculty and staff are also responsible for the development, delivery, and continuous evaluation of the BSW program and curriculum.

The BSW program at Binghamton University offers a unique curriculum in recognition of the growing need in this region for social workers who can work to support families, children, and the elderly, as well as individual working-age adults. The curriculum focuses on the full life span and teaches students skills necessary to utilize strengths-based, empowerment models of intervention. The program prepares social workers to work with individuals, families, groups, organizations, and communities while responding to the needs of rural areas and small cities where resources are limited.

It is the hope and intent of this program that by training competent and effective social workers in an empowering, inclusive environment, and helping them acquire a broad base of knowledge and skills to work with client systems of all sizes, human suffering and social and economic injustice can be alleviated.

BSW Program Vision, Mission, Philosophy and Goals

Vision

To develop future practitioners, activists, and leaders who are steadfast in engaging with others to promote the underlying values of the social work profession, with a particular focus on relationships, inclusivity, advocacy, social justice, and the dignity and worth of all.

Mission

The Binghamton University Department of Social Work is committed to the development of future BSW practitioners, activists, and leaders by providing a solid and interdisciplinary liberal arts education. Our program promotes an understanding of, and appreciation for, the complexities of engaging and supporting individuals, families, groups, organizations, and communities in the advancement of relationships, inclusivity, advocacy, and social justice.

Philosophy

Working to ensure that all people have healthy and satisfying lives is central to our philosophy. We understand health as encompassing full physical, mental, and social well-being and know that empowerment and a high quality of life can be accomplished even in the context of disability, illness, or trauma. Social workers impact many aspects of society, including individuals, families, groups, organizations, communities, and the policies that guide and influence them. Strengths and power exist within all communities. Harnessing these strengths to promote health, well-being, resiliency, organizational inclusion, and policies for equity and justice is fundamental to helping people overcome obstacles and build the futures they want for themselves.

Generalist Social Work Practice

Our generalist practice focus prepares Binghamton University BSW graduates to understand social work values, ethics and professional behavior. Students will understand historical oppression and structural inequality, and work towards navigating complex systems. Students will increase their awareness of social injustices and the impact social injustice has on access to education, resources, and services. Alumni of the Binghamton University BSW program will become advocates and will learn how to draw out individual, family and community strengths, then utilize those strengths to empower change. They will become change agents who advocate for human rights, address institutional bias and barriers, and invest in social justice.

The BSW program prepares students to work in a variety of human service and policy-related settings, including: physical and mental healthcare, child welfare and social services, community services, education, and civic engagement settings.

Our Team

Our team is made up of scholars and experienced social work practitioners who model interprofessional collaboration to address the core structural issues that confound social justice initiatives. We put our research into action by informing policy, programming, and client interventions. We bring expertise in social work practice with individuals, families, groups, organizations, and communities into the classroom, teaching skills and encouraging critical thinking.

Our Goals

Our teaching, advising, and student engagement focus is designed to ensure that all graduates of the BSW program have:

- The groundwork to becoming effective and competent generalist practitioners who are critically conscious, reflective, and autonomous thinkers.
- Enter the social work profession equipped with the skills to respond to the intersectionality of social justice related privileges and oppressions in order to educate, advocate for, and promote social equity and well-being.

And are professionals who:

- Integrate research and respect for the wisdom of clients and consumers to inform their practice.
- Base their practice on a foundation of perspectives that include, but are not limited to: person-in-environment, strengths and empowerment, and general and ecological systems perspectives.
- Develop social work practice and intervention skills informed by, psychodynamic, developmental, trauma recovery, cognitive, behavioral, and relational theories.

Social Work Faculty and Staff

Stacey Shipe , PhD Department Chair & MSW Program Director Associate Professor	sshipe@binghamton.edu	(607) 777-9158
Monica Adams , PhD Assistant Professor	madams@binghamton.edu	(607) 777-9153
Matthew Borus , PhD Assistant Professor	mgborus@binghamton.edu	(607) 777-9109
Allison Brachmann , PhD Postdoctoral Associate	abrachmann@binghamton.edu	(607) 777-9177
Laura Bronstein , PhD Dean, College of Community and Public Affairs Founding Director, Couper-Owens Center for Community Schools Professor	lbrnst@binghamton.edu	(607) 777-5572
Kelley L. Cook , PhD Assistant Professor	kcook5@binghamton.edu	(607) 777-9167
Heather Deal , PhD Assistant Professor	hdeal@binghamton.edu	(607) 777-9140
Joshua C. Felver , PhD Associate Professor	jfelver@binghamton.edu	(607) 777-9141
Brian Flynn , LCSW Lecturer	biflynn@binghamton.edu	(607) 777-9164
Vincent Fusaro , PhD Assistant Professor	vfusaro@binghamton.edu	
Kenyette Garrett , PhD Postdoctoral Associate		
Juliana Garcia , LMSW Lecturer	jgarcia9@binghamton.edu	(607) 777-9143
Natalie Greene Student Services Coordinator	ngreene3@binghamton.edu	(607) 777-9154
Melissa Hardesty , PhD Associate Professor	hardesty@binghamton.edu	(607) 777-9161
Alondra Hughes , MS Lead Admissions and Student Services Specialist	ahughes@binghamton.edu	(607) 777-9166
Whitney Inkster Administrative Assistant	winkster@binghamton.edu	(607) 777-9283
Elizabeth Jelsma , PhD Assistant Professor	ejelsma@binghamton.edu	

Suk-Young Kang , PhD Professor	sykang@binghamton.edu	(607) 777-9156
Amy Lee Administrative Assistant I	alee@binghamton.edu	(607) 777-5999
Mina Lee , PhD Assistant Professor	mlee48@binghamton.edu	(607) 777-9163
Youjung Lee , PhD BSW Program Director Professor	yilee@binghamton.edu	(607) 777-9168
Braden Linn , PhD Assistant Professor		
Lauren Manley , PhD Assistant Professor		
Kim Maurer , MEd Assistant Director of Admissions and Student Services	kmaurer@binghamton.edu	(607) 777-9259
Jacqueline McGinley , PhD Associate Professor	jmcginle@binghamton.edu	(607) 777-9188
Jessica Nicholas Assistant Director of Field Education	jnicholas2@binghamton.edu	(607) 777-2177
Jill Nobles Administrator of Online Education	jnobles@binghamton.edu	(607) 777-9192
Katie Paddick , LCSW Lecturer	kpaddick@binghamton.edu	(607) 777-9152
Connor Pierce Administrator of Online Learning and Instructional Design	cpierce4@binghamton.edu	(607) 777-9160
Cara Ponomarev , LMSW, MPA Director of Field Education	ckenien@binghamton.edu	(607) 777-3633
Rebecca S. Rouland , PhD Assistant Professor	rrouland@binghamton.edu	
Margo Seneck-Bordeau Field Education Coordinator	mseneckborde@binghamton.edu	(607) 777-9157
Matthew Skojec , LCSW-R Online MSW Program Director Lecturer	mskojec1@binghamton.edu	(607) 777-9172
Amanda Stafford McRell , PhD Assistant Professor		
Sondis Taha , MS, MPA Admissions and Student Services Specialist	staha@binghamton.edu	(607) 777-9125
John Vassello , LCSW Senior Director of Academic Affairs	jvassell@binghamton.edu	(607) 777-9197

Emily Whitaker, MS
Admissions and Student Services Specialist

ewhitak2@binghamton.edu

(607) 777-9124

Hannah White
Field Education Coordinator

hwhite10@binghamton.edu

(607) 777-9165

Keisha M. Wint, PhD
Assistant Professor

kwint1@binghamton.edu

(607) 777-9136

Dalhee Yoon, PhD
Associate Professor

dymoon@binghamton.edu

(607) 777-9179

BSW Program

Degree Requirements

Students will typically apply to the BSW program in the second semester of their sophomore year, and, if they are accepted, will matriculate into the BSW program in the first semester of their junior year.

The BSW degree requires the completion of 126 credits and is completed on a full-time basis.

****Courses must be taken in the required sequence. If a student fails to do so, they are at risk of being removed from the BSW program.**

Curriculum

Junior Year – Fall Semester	
*SW 304 – Foundations of Scientific Inquiry with Social Systems	4
*SW 410 – Generalist Social work Practice with Individuals	4
Upper Division Social Sciences Elective (if needed)	4
Additional Elective	4
Total Credits	16

Junior Year – Spring Semester	
*SW 305 – Human Behavior in the Social Environment	4
*SW 303 – Diversity and Oppression	4
*SW 375 - Professional Skills in Social Work Practice	4
Additional Elective	4
Total Credits	16

Senior Year- Fall Semester	
*SW 315 –Social Welfare Policy and Programs	4
*SW 411 – Generalist Social Work Practice with Groups and Families	4
*SW 491 – Field Instruction I	4
*SW 495 – Field Instruction Integration Seminar I	2
Physical activity/wellness elective (if needed)	2
Total Credits	16
Senior Year- Spring Semester	
*SW 412 – Generalist Social Work Practice with Organizations and Communities	4
*SW 492 – Field Instruction II	4
*SW 496 - Field Instruction Integration Seminar II	2
*Social work major restricted elective	4
Total Credits	14

* = BSW specific courses, these courses cannot be taken out of sequence unless given approval by the BSW Program Director and/or BSW Academic Advisor.

Course Descriptions

All Undergraduate Social Work Courses are 4 credits, unless otherwise noted.

SW 303: Diversity and Oppression

The primary purpose of this course is for students to be able to grapple with and identify meaningful, working definitions of prejudice, discrimination, and oppression and to situate these definitions -- and people's lived experiences of oppression, prejudice, and discrimination -- within historical and contemporary societal contexts in social work practice, research, policy, theory, and activism. Students will examine and develop models of culturally competent, ethical social work practice by integrating an understanding of the dynamics of prejudice, discrimination, and oppression with a professional use of self and a commitment to social justice. Students will explore particular manifestations of prejudice, discrimination, and oppression such as racism, classism, sexism, heterosexism, ageism, and ableism, as well as the ways in which these various forms of prejudice, discrimination, and oppression overlap and intersect. Students will learn how to maximize empowerment of clients and communities and to reduce clients' and communities' experiences of oppression and institutional violence. The course is designed to create explicit linkages between practice and policy.

Pre-Requisites: SW 304 and SW 410

Co-Requisites: SW 305 and SW 375

SW 304: Foundations of Scientific Inquiry with Social Systems

This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations at risk, social and economic justice, and cultural diversity.

For social work practice to be effective, it is important that social workers be both consumers of, and contributors to, research efforts that aim to build knowledge and improve social work practice. Social work practice and research share common features and processes: (1) Both are fundamentally problem-solving enterprises, and (2) Both take place in the context of the communities in which people live and the organizations that provide services and support.

This course presents basic concepts and principles of research in the community and organizational context in which people live and social work is practiced. Students are encouraged to generalize this knowledge to inform their practice and enhance their learning throughout the broader curriculum. The course content will integrate the core themes related to clients' strengths, multiculturalism and diversity, social justice, social change, and behavioral and social science research.

This course will provide students with an understanding and appreciation of a scientific approach to building knowledge for social work practice and evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry will be presented. Students will learn how to formulate research questions and understand the basics of quantitative and qualitative research methodologies. Students will be introduced to analyses of data that include using both statistical procedures and qualitative theme analysis, including computerized data analysis.

Pre-Requisites: None

Co-Requisites: SW 304

SW 305: Human Behavior in the Social Environment (HBSE)

This course introduces undergraduate-level social work students to a set of foundational and influential theories that can be utilized to consider human bio-psycho-social-cultural-spiritual development in various contexts. This course explores the behavioral and social science knowledge of human behaviors and development through the life course.

Using an interdisciplinary, liberal arts perspective, students will gain knowledge about human development across the life course and become familiarized with a variety of frameworks for interpreting the interactions among human biological, psychological, social, cultural, and spiritual systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems will be addressed, including theoretical content about the patterns, dynamics, and consequences of discrimination, economic imbalances, and oppression. Values and ethical issues related to theories presented will also be considered. Throughout the course, students will be encouraged to critique and apply knowledge to understand person and environment.

Pre-Requisites: SW 304 and SW 410

Co-Requisites: SW 303 and SW 375

SW 315: Social Welfare Policy and Programs

This is a social welfare policy course designed to introduce policy as a critical component of the social work profession. The history, philosophy, and structure of social welfare and social work within the American social system are presented in a model that students may use to understand social welfare issues, policies, programs, and services and to enhance social work practice with clients.

This course provides students with a foundation for understanding social problems and social welfare policies in order to prepare them to become informed and competent providers of social welfare services. Based on the premise that effective social work practice is grounded in a solid foundation that includes knowledge of the larger social forces that have an impact on people's capacity to meet basic human needs, this course will build and enhance this understanding and provide students with the basic analytical tools needed to engage in the process of revising and/or formulating policies and programs to serve clients and citizens more effectively.

The role of social policy and the effect of policy on social work practice will be explored. Students will be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Course content will include the political, economic, and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing policies in light of principles of social and economic justice.

Principles of policy/program development and analysis will be examined from a strengths perspective with an emphasis on social justice. In particular, the course will examine the ways in which discrimination and oppression have affected the structure of social welfare policies and programs. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. The impact of professional and societal values and ethics on the development of social policy will be examined. The historical development of the social work profession and its roles within the social welfare system will also be studied.

Pre-Requisites: SW 303, SW 304, SW 305, SW 375, and SW 410

Co-Requisites: SW 411, SW 491, and SW 495

Electives vary by semester and are typically offered for BSW students in the Spring semester of their senior year. Please note that the below electives are a sample and not a guarantee that they will be offered. Please work with your academic advisor to select an appropriate elective.

SW 380A: Gerontological Social Work (Sample Elective)

This course will focus principally on the issues and problems of aging and on the social policies and programs which directly and indirectly affect older persons and their families. This course is designed to particularly integrate knowledge in the areas of demography, epidemiology, human development, sociology of the family and age stratification, social service provision, social planning and the organization of human services. Additionally, students will consider the historical, political, and socioeconomic forces that maintain ageism and influence aging in society, and in the practice of social work.

Pre-Requisites: SW 304, SW 410, SW 303, SW 305, SW 315, SW 411, SW 375, SW 491, and SW 495

SW 380B: Social Work Practice with LGBTQ+ Populations (Sample Elective)

This course examines social work practice with people who identify as LGBTQ+, with a primary focus on practice in the United States. We will explore basic terminology and social constructions of sex, sexual orientation, gender, gender identity, and gender expression. Course readings and class discussions will focus on the experiences of various sexual and gender minority communities, with particular attention paid to the intersecting identities and socio-political context of race, ethnicity, class, and ability. We will examine how the following topics impact the LGBTQ+ community: the history and current state of community-based activism; family/ community acceptance and rejection (including the coming out process); disparities in education and wealth; substance use and use disorders; mental health, health and

well-being; child welfare and juvenile justice; and aging. We will examine the state of social work practice for each of the above areas.

Pre-Requisites: SW 304, SW 410, SW 303, SW 305, SW 315, SW 411, SW 375, SW 491, and SW 495

SW 410: Generalist Social Work Practice with Individuals

This course will present an introduction to generalist social work practice with systems of all sizes. It will train students in the use of the knowledge, values, and skills of the profession to enhance the well-being of individuals, families, groups, organizations and communities through ethical practice. Content on assessment will focus on the exploration of client strengths and problems in individual behavior, and interactions between people and their environments. Content will also include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and termination. Particular attention will focus on working with individuals.

Pre-Requisites: None

Co-Requisites: SW 304

SW 411: Generalist Social Work Practice with Groups and Families

This course will continue a presentation of the knowledge, values, and skills to enhance the well-being of people through generalist social work practice. Content will again include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and termination. Attention will focus on interpersonal practice with families and groups.

Pre-Requisites: SW 303, SW 304, SW 305, SW 375, and SW 410

Co-Requisites: SW 315, SW 491, and SW 495

SW 412: Generalist Social Work Practice with Organizations and Communities

This course will continue a presentation of the knowledge, values, and skills needed to enhance the well-being of people through generalist social work practice. Content will again include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; and termination. Using the strengths perspective, attention will focus on working with organizations, communities and other larger client systems around issues involving social justice and social change.

Pre-Requisites: SW 304, SW 410, SW 303, SW 305, SW 315, SW 411, SW 375, SW 491, and SW 495

Co-Requisites: SW 380, SW 492, and SW 496

SW 491: Field Instruction I & SW 492: Field Instruction II (Pass/Fail)

SW 491 Field Instruction I and SW 492 Field Instruction II provide supervised social work experience in a human service agency and opportunities to integrate knowledge acquired in class into professional practice.

The field placement will assist in preparing undergraduate students to practice social work both competently and ethically with clients/systems. The practicum provides students with structured, supervised opportunities to integrate the values, skills and knowledge learned in the classroom into interactions with actual clients and systems in practice. The field experience will focus on problem solving at multiple levels, with individuals, families, groups, organizations, and communities. Students will learn to examine how environmental conditions may affect people adversely. The student will develop an awareness of how "who they are" impacts the process of intervention. Professional communication, consistent with the language of the practice area, will be mastered by students. Professional supervision will be utilized by students to enhance their own learning process. Finally, students will be asked to critique, implement and evaluate their host agency's policies/procedures while practicing within ethical guidelines.

Direct experience through field instruction enhances classroom learning by providing opportunities to have direct contact with client systems, field agencies, and the community. This course helps students integrate research-based social work knowledge and theory with experiences in field practice. Students will critically examine how empirically based theories of human development and behavior, and knowledge of practice skills, relate to actual application in agency settings. This course has a generalist practice orientation, and focuses on exposing students to social work with the interrelated and interdependent human systems, which include individuals, families, groups, organizations, and communities. Students will be exposed to working with people across the life span from children, adolescents, adults, and elders. This course builds upon a liberal arts perspective by emphasizing the person in relationship to their environment, including culture, art, spirituality, and the social sciences.

Students are assigned to field sites that serve diverse client systems and diverse needs within the community and client systems. In each placement, as is feasible, learning opportunities should be sought that will expose students to working with people across the lifespan, providing diversity of age in caseloads and responsibilities.

Students will be placed in human service agencies within the region under professional supervision with practitioners. Through their supervision, students will further develop their skills, professional identity, values, and knowledge and skills base. An integral part of the field site selection process includes students' applications to agencies approved by the BSW program. Agency settings will allow students to see and describe how theoretical knowledge applies to direct practice experience as they begin to apply knowledge and skills with varying client systems while developing and maintaining professional social work values and ethics.

Field instruction experience provides a foundation for students to integrate classroom knowledge and skills while appreciating the integration of a strengths-based model and a biopsychosocial-spiritual-cultural perspective. Students will be exposed to contemporary social and institutional structures, issues, and policies that clients, agencies and social workers face.

Pre-Requisites (491): SW 303, SW 304, SW 305, SW 375, and SW 410

Co-Requisites (491): SW 315, SW 411, SW 495

Pre-Requisites (492): SW 303, SW 304, SW 305, SW 315, SW 375, SW 410, SW 411, SW 491, SW 495

Co-Requisites (492): SW 412, SW 496

SW 495: Field Instruction Integration Seminar I (2 Credits)*

This course provides a platform for senior social work major students to review and analyze their field instruction experiences as they begin to establish themselves as social work professionals. Students will use critical reflection and discussion to explore and integrate a range of topics – including practice skills, problem-solving skills, ethics, and theories – with their peers under the supervision of a social work faculty or staff member. Students will develop an understanding of the agency context. As this course accompanies the first semester of field instruction, special attention will be paid to introductory social work practice topics, such as the use of supervision, the management of boundaries, and the practice of self-care.

Pre-Requisites: SW 303, SW 304, SW 305, SW 375, and SW 410

Co-Requisites: SW 315, SW 411, SW 492

SW 496: Field Instruction Integration Seminar II (2 Credits)*

This course provides a platform for senior social work major students to review and analyze their field instruction experiences as they begin to establish themselves as social work professionals. Students will use critical reflection and discussion to explore and integrate a range of topics – including practice skills, problem-solving skills, ethics, and theories – with their peers under the supervision of a social work faculty or staff member. Students will identify and address issues of social, economic, and environmental justice in their micro, mezzo, and macro field instruction experiences. Special attention will be paid to the evaluation of one's social work practice.

Pre-Requisites: SW 303, SW 304, SW 305, SW 375, SW 410, SW 315, SW 411, SW 491, and SW 495

Co-Requisites: SW 412, SW 492

****MUST BE CURRENTLY PLACED IN A FIELD PLACEMENT IN ORDER TO TAKE SW 496 and SW 496.**

****IN ORDER TO PASS FIELD INSTRUCTION (SW 491 and SW 492), STUDENTS MUST ALSO PASS THE FIELD INTEGRATION SEMINAR CO-REQUISITE (SW 495 and SW 496).**

Academic and Professional Advising

Academic advising is provided to students by the Director of Admissions and Student Services and Admissions and Students Services Specialists to support students' academic and professional development in the BSW Program. Academic advising is available to all students. Each term, it is the student's responsibility to schedule advising appointments as needed. All BSW Students in their Junior year must meet with their assigned academic advisor to discuss their degree plan. Any students wishing to depart from the standard curriculum, or those requesting to change cohorts, must meet with their assigned advisor. Failure to do so will jeopardize their future course registration and/or cause them to fall out of course sequence.

Students can access **professional advising** via the department of social work student services team. Professional advising provides support to students as they become professional social workers. This support includes general professional check-ins, professional coaching, career development, interviewing tips, career materials preparation and guidance on documents such as resumes, online professional presence, and more.

Students are also welcome to connect with other faculty and staff who can informally offer additional mentoring, support and/or advice. The Department recognizes that assigned advisors may not always be the best fit for a number of reasons, both personal and professional. In cases where the assigned professional advisor is not a workable match, please use the policy and procedures below to request a reassignment.

Advisor Reassignment Policy & Process:

Policy: Changes to a student's officially-assigned Advisors can occur under extenuating circumstances only.

Procedure:

1. Discuss with the appropriate Program Director, Director of Admissions and Student Services, and/or Department Chair the reasons for requesting a reassignment.
2. Make a formal request in writing.
3. Requests will be reviewed by the BSW Program Director, Director of Admissions and Student Services, and/or Department Chair.
4. Decisions regarding such requests will be made in writing via email to the student making the request.

Advancement Policy and Procedures

Purpose

The Binghamton University Department of Social Work is responsible for fostering an educational environment that promotes student growth, academic success, and professional development. Upon admission, students agree to uphold the expectations outlined in the Social Work Contract ([Appendix A](#)), including ongoing assessment of their academic, professional, and ethical conduct.

The Advancement Policy establishes a formal process to address concerns related to academic performance, professional behavior, and/or ethical conduct. Its purpose is to ensure that all graduates demonstrate the competencies and professional standards required for social work practice.

Committee Composition

The Advancement Policy is administered by the Advancement Committee, which consists of:

- **One faculty member** who serves as Chair and is responsible for convening the Committee, establishing the agenda, and overseeing the review and decision-making process.
- **Two additional faculty members**, each of whom is responsible for reviewing all materials, participating in the deliberation process, and contributing to the final determination.
- **One professional staff member**, who is responsible for reviewing all materials, participating in the deliberation process, and contributing to the final determination.
- **One student representative**, who is responsible for reviewing all materials, participating in the deliberation process, and contributing to the final determination. The student representative shall be a current BSW student in good standing. The student representative will be selected by the appropriate Program Director, in consultation with BSW Student Organization leadership when practicable.
- **One director**, who serves as a non-voting member in an advisory role by providing consultation on policy and ensuring adherence to the stated purpose, process, and procedures. The Director does not participate in the final determination.

Conflict of Interests

Members of the Advancement Committee must avoid conflicts of interest. Any member who has a prior or current academic, supervisory, or personal relationship with the student, or who has been directly involved in the matter under review, must disclose the potential conflict to the Advancement Committee Chair and recuse themselves from participation in the review and decision-making process. If the Advancement Committee Chair has a conflict of interest, the Department Chair will assume the Advancement Committee Chair's responsibilities for that matter. In all cases, the Department Chair will appoint an appropriate replacement to ensure the Advancement Committee can proceed.

A student may raise a concern regarding a Committee member's impartiality in writing to the Advancement Committee Chair prior to the Committee's review. The Advancement Committee Chair, in consultation with the Department Chair as appropriate, will determine whether recusal or replacement is warranted.

Timelines and Business Days

For purposes of this policy, "business days" means Monday through Friday, excluding official University holidays, breaks, and closings.

To be considered timely, all submissions and notifications required under this policy must be submitted or sent by **5:00 p.m.** on the stated deadline.

During periods when the University is not in regular session, including summer sessions and academic breaks, timelines may be extended for good cause when necessary to ensure that the appropriate Advancement Committee members are available and that the matter receives a fair and complete review. Any extension must be communicated in writing to the student and other relevant parties and must identify the revised timeline for the next step in the process.

When the Advancement Committee Chair is unavailable during such periods, has a conflict of interest, or is otherwise unable to perform the duties required under this policy, the Department Chair will assume the Committee Chair's responsibilities or appoint an appropriate designee to ensure the process can proceed.

Confidentiality and Records

All participants in the Advancement process are expected to maintain confidentiality throughout the process and after its conclusion, consistent with applicable University policies and student privacy obligations.

All materials submitted or generated as part of the Advancement process will be maintained by the Department of Social Work in accordance with applicable University recordkeeping policies.

Grounds for Initiating the Advancement Policy

Students will advance from semester to semester unless formally notified otherwise. The Department may initiate the Advancement Policy at any time when there are concerns regarding a student's:

- Academic performance;
- Professional conduct;
- Ethical behavior; and/or
- Compliance with the Social Work Contract ([Appendix A](#)).

Examples of behaviors that may result in initiation include, but are not limited to:

Academic misconduct, including cheating or plagiarism;

- Misuse of University resources;
- Verbally or physically abusive behavior;
- Conduct inconsistent with the NASW Code of Ethics; and/or
- Other behaviors deemed unprofessional and/or unethical.

Students will not be approved for graduation if Advancement-related concerns remain unresolved.

Process and Procedure

1. Any faculty member, field education personnel, professional staff member, or administrator who identifies a concern will consult with the student's assigned academic advisor or another member of Admissions and Student Services staff.
 - If the concern can be resolved within the course or field setting, no further action is required under this policy.
 - If the concern cannot be resolved within the course or field setting, the concern must be documented in writing and submitted to the appropriate Program Director.
2. The appropriate Program Director will review the concern in consultation with relevant parties, which may include the Senior Director of Academic Affairs, Director of Field Education, course instructors, and/or academic advisors. If the Advancement Policy is the appropriate mechanism for addressing the academic, professional, and/or ethical concern(s), the appropriate Program Director will refer the student to the Advancement Committee, summarizing via email the concern(s) and the dimension(s) of the Social Work Contract ([Appendix A](#)) to be addressed through advancement.
3. The Advancement Committee Chair will assign an Advancement Committee member to serve as the student's advancement advisor. The Chair will ensure that the assigned advisor does not have a conflict of interest, as defined in this policy. If a conflict of interest is identified, the Department Chair will appoint an alternative advisor.
4. The advancement advisor will meet with the student to construct a written Advancement Plan to resolve the academic, professional, and/or ethical concern(s). The plan shall state with specificity: (1) the dimension(s) of the Social Work Contract ([Appendix A](#)) to be addressed; (2) the specific, observable, and measurable actions to be undertaken by the student; (3) the criteria by which successful completion of the plan will be determined; and (4) the date(s) by which the student must demonstrate completion of and compliance with the plan. In addition, the plan must:
 - Not exceed one academic semester in duration unless otherwise approved by the appropriate Program Director.
 - Include clearly defined benchmarks, with at least 50% of the required actions to be completed within the first half of the plan period.
 - Be signed by both the student and the advancement advisor and forwarded to the appropriate Program Director, who will review and approve the plan, conduct periodic check-ins to assess progress, and determine whether the plan has been satisfactorily completed.
5. If the student and advancement advisor are unable to reach agreement on the plan, if the student disputes the concern(s), if the student fails to meet the expectations of the plan, or

- if concerns persist or escalate, the advancement advisor will submit all relevant documentation to the Advancement Committee Chair via email.
6. Within three business days of receiving the materials from the student's advancement advisor, the Advancement Committee Chair will notify the members of the Advancement Committee and provide them with the advisor's email and any supporting documentation.
 - If the Advancement Committee Chair identifies the initial concern(s), has a conflict of interest, or is unavailable to perform these duties, including during periods when the University is not in regular session, the Department Chair will assume the responsibilities of the Advancement Committee Chair for this matter.
 7. The Advancement Committee Chair will convene the Advancement Committee within five business days of notifying the Committee, unless the timeline is extended for good cause. The Chair will notify the student and the advancement advisor of the meeting date. The student and the advancement advisor may submit additional materials for the Committee's review; however, all materials must be submitted by 5:00 p.m. three business days prior to the meeting to ensure adequate time for review.
 8. The Advancement Committee will meet with an agenda established by the Advancement Committee Chair. The agenda will include an opportunity for both the student and the advancement advisor to provide initial statements, followed by a period of questions from the Advancement Committee. The Committee will review the concern(s) as presented by the advancement advisor and consider the student's response.
 - The student may be accompanied by one advocate or support person. The advocate may be another student, faculty or staff member, family member, or other individual selected by the student. The advocate may communicate directly with the student but may not address the Committee, answer questions on behalf of the student, serve as a witness, or otherwise participate in the meeting. The advocate must maintain confidentiality regarding the proceedings. The student must notify the Committee Chair in advance if they intend to bring an advocate.
 9. At the conclusion of the meeting, the Advancement Committee will make a determination. If additional information is needed before a determination can be made, the Advancement Committee may request further information from the student, the advancement advisor, and/or other individuals involved in the concern(s) prior to issuing a final decision. The Committee will seek to reach a unanimous final decision. If unanimous consensus cannot be reached, the Committee will make a determination by majority vote. The Committee must select one of the following outcomes:
 - Dismiss the concern as unsubstantiated or lacking merit;
 - Require continuation or modification of the Advancement Plan with specified conditions and specific timeframes; or
 - Recommend dismissal from the BSW Program.
 10. The Advancement Committee will notify the student and the advancement advisor of its decision via email and certified mail within five business days of the meeting or, if additional information is requested, within five business days of receiving the additional information. The written notification will include the Committee's determination, indicate whether the decision was reached unanimously or by majority vote, and provide a brief rationale explaining the basis for the decision, with reference to the concerns presented and the information reviewed.

11. If the student and/or the advancement advisor is dissatisfied with the decision of the Advancement Committee, the matter may be appealed to the Department of Social Work Chair. The appeal must be submitted in writing and clearly state the basis for reconsideration and the reasons why the decision should be re-examined. The appeal must include all materials from the Advancement Committee review, including the original referral, the Advancement Plan if applicable, documentation reviewed by the Committee, and the Advancement Committee's written decision. The written appeal must be submitted to the Department of Social Work Chair via email within five business days of receipt of the Advancement Committee's decision.
12. The Department of Social Work Chair will review the appeal and issue a final decision regarding the student's advancement in the program. The Chair will notify the student and the advancement advisor of the decision via email and certified mail within five business days of receiving the appeal. If the Department of Social Work Chair has a conflict of interest or has been directly involved in the matter under review, this step will be bypassed and the appeal will proceed directly to the Dean of the College of Community and Public Affairs.
13. An appeal to the Dean of the College of Community and Public Affairs may be made only on the grounds of a violation of due process and/or the availability of new information not previously considered. The student must submit an appeal in writing that clearly states the basis for reconsideration and includes all materials from the original appeal to the Department of Social Work Chair. The appeal must be submitted via email to the Dean of the College of Community and Public Affairs within five business days of receipt of the Department Chair's decision. The Dean will review the appeal in accordance with applicable College and University policies and procedures. In such cases an appeal goes to the Dean, there will be no further recourse in CCPA.

It is the responsibility of the student to follow the procedures outlined above in the correct order. For questions regarding the proper procedure or steps, contact the Senior Director of Academic Affairs.

Grade Appeal Policy and Procedures

Purpose

The purpose of the Grade Appeal Policy is to provide a fair and consistent process for students to appeal a final course grade when there is reason to believe that the grade was assigned in error or in a manner inconsistent with the course syllabus and/or stated grading criteria. This policy is not intended to re-evaluate a student's academic performance or to substitute the professional judgment of instructors of record, but rather to ensure that grading practices are applied fairly and consistently.

Committee Composition

The Grade Appeal Policy is administered by the Grade Appeal Committee, which consists of:

- **One faculty member** who serves as Chair and is responsible for convening the Committee, establishing the agenda, and overseeing the review and decision-making process.
- **Two additional faculty members**, each of whom is responsible for reviewing all materials, participating in the deliberation process, and contributing to the final determination.
- **One professional staff member**, who is responsible for reviewing all materials, participating in the deliberation process, and contributing to the final determination.
- **One student representative**, who is responsible for reviewing all materials, participating in the deliberation process, and contributing to the final determination. The student representative shall be a current BSW student in good standing. The student representative will be selected by the appropriate Program Director, in consultation with BSW Student Organization leadership when practicable.
- **One director**, who serves as a non-voting member in an advisory role by providing consultation on policy and ensuring adherence to the stated purpose, process, and procedures. The Director does not participate in the final determination.

Conflict of Interests

Members of the Grade Appeal Committee must avoid conflicts of interest. Any member who has a prior or current academic, supervisory, or personal relationship with the student, or who has been directly involved in the matter under review, must disclose the potential conflict to the Grade Appeal Committee Chair and recuse themselves from participation in the review and decision-making process. If the Grade Appeal Committee Chair has a conflict of interest, the Department Chair will assume the Grade Appeal Committee Chair's responsibilities for that matter. In all cases, the Department Chair will appoint an appropriate replacement to ensure the Grade Appeal Committee can proceed.

A student may raise a concern regarding a Committee member's impartiality in writing to the Grade Appeal Committee Chair prior to the Committee's review. The Grade Appeal Committee Chair, in consultation with the Department Chair as appropriate, will determine whether recusal or replacement is warranted.

Timelines and Business Days

For purposes of this policy, “business days” means Monday through Friday, excluding official University holidays, breaks, and closings.

To be considered timely, all submissions and notifications required under this policy must be submitted or sent by **5:00 p.m.** on the stated deadline.

During periods when the University is not in regular session, including summer sessions and academic breaks, timelines may be extended for good cause when necessary to ensure that the appropriate Grade Appeal Committee members are available and that the matter receives a fair and complete review. Any extension must be communicated in writing to the student and other relevant parties and must identify the revised timeline for the next step in the process.

When the Grade Appeal Committee Chair is unavailable during such periods, has a conflict of interest, or is otherwise unable to perform the duties required under this policy, the Department Chair will assume the Committee Chair’s responsibilities or appoint an appropriate designee to ensure the process can proceed.

Confidentiality and Records

All participants in the Grade Appeal process are expected to maintain confidentiality throughout the process and after its conclusion, consistent with applicable University policies and student privacy obligations.

All materials submitted or generated as part of the Grade Appeal process will be maintained by the Department of Social Work in accordance with applicable University recordkeeping policies.

Process and Procedures

1. To appeal a final course grade, the student must submit a written appeal to the instructor-of-record. The appeal must clearly state the basis for the request and explain why the student believes the final grade was assigned in error or in a manner inconsistent with the course syllabus and/or stated grading criteria. The appeal must be submitted via email within five business days of the official posting of the final grade by the Office of the Registrar. Grades communicated by the instructor-of-record and/or posted to Brightspace prior to official submission to the Office of the Registrar are considered preliminary and do not initiate the appeal timeline.
2. The instructor-of-record will review the written appeal and issue a written response via email within five business days of receipt. The written response will include the instructor’s determination and a brief rationale explaining the basis for the decision, with reference to the course syllabus, grading criteria, and/or materials reviewed.
3. If the student is not satisfied with the instructor-of-record’s decision, the student may submit a written appeal to the Grade Appeal Committee Chair within five business days of receipt of the instructor’s written response. The appeal must explain why the student believes the grade should be changed and must include the original appeal submitted to the instructor-of-record, the instructor’s written response, and any other documents the student wishes the Committee to consider.

4. Within three business days of receiving the student's appeal materials, the Grade Appeal Committee Chair will notify the members of the Grade Appeal Committee and provide them with the student's appeal, the instructor-of-record's written response, and any supporting documentation.
5. The Grade Appeal Committee will review the appeal materials and consider the basis for the appeal in relation to the course syllabus, grading criteria, and materials reviewed. The Committee will determine whether the appeal can be resolved based on these written records or whether a meeting with the student and instructor-of-record is needed:
 - a. If the Committee determines that the written materials are sufficient to evaluate the appeal, the Committee may issue a determination based on the written record without convening a meeting.
 - b. If the Grade Appeal Committee determines that a meeting is needed, the Grade Appeal Committee Chair will convene the Committee within five business days of notifying the Committee. The Chair will notify the student and the instructor-of-record of the meeting date. The student and the instructor-of-record may submit additional materials for the Committee's review; however, all materials must be submitted three business days prior to the meeting to ensure adequate time for review.
6. If a meeting is held, the Grade Appeal Committee will meet with an agenda established by the Grade Appeal Committee Chair. The agenda will include an opportunity for both the student and the instructor-of-record to provide initial statements, followed by a period of questions from the Committee.
 - a. The student may be accompanied by one advocate or support person. The advocate may be another student, faculty or staff member, family member, or other individual selected by the student. The advocate may communicate directly with the student but may not address the Committee, answer questions on behalf of the student, serve as a witness, or otherwise participate in the meeting. The advocate must maintain confidentiality regarding the proceedings. The student must notify the Committee Chair in advance if they intend to bring an advocate.
7. The Grade Appeal Committee will make a determination after reviewing the written record or, when a meeting is held, at the conclusion of the meeting. If additional information is needed before a determination can be made, the Grade Appeal Committee may request further information from the student, the instructor-of-record, and/or other relevant individuals prior to issuing a final decision. The Committee will seek to reach a final decision unanimously. If unanimous consensus cannot be reached, the Committee will make a determination by majority vote. The Committee must select one of the following outcomes:
 - The final course grade is upheld; or
 - The final course grade is overturned.

If the final course grade is overturned, the Grade Appeal Committee's written determination will identify the basis for the decision and the grading issue to be corrected. The Grade Appeal Committee Chair will then work with the instructor-of-record to determine the appropriate revised grade, consistent with the Committee's findings, and to support submission of the grade change through the University's established process.

8. The Grade Appeal Committee will notify the student and the instructor-of-record of its decision via email and certified mail within five business days of the meeting or, if the decision is made based on the written record, within five business days of the Committee's determination. If additional information is requested before a determination is made, the Committee will notify the student and instructor-of-record of its decision via email and certified mail within five business days of receiving the additional information. The written notification will include the Committee's determination, indicate whether the decision was reached unanimously or by majority vote, and provide a brief rationale explaining the basis for the decision, with reference to the course syllabus, grading criteria, and/or materials reviewed.
9. If the student and/or the instructor-of-record is dissatisfied with the decision of the Grade Appeal Committee, the decision may be appealed to the Department of Social Work Chair. The appeal must be submitted in writing and must clearly state the basis for reconsideration and the reasons why the decision should be re-examined. The appeal must include all materials from the Grade Appeal Committee review, including the original appeal submitted to the instructor-of-record, the instructor-of-record's written response, any documentation reviewed by the Committee, and the Grade Appeal Committee's written decision. The written appeal must be submitted via email within five business days of receipt of the Committee's decision.
10. The Department of Social Work Chair will review the appeal and issue a written decision. The decision will state whether the final course grade is upheld or overturned and will include a brief rationale explaining the basis for the determination. The Chair will notify the student and the instructor-of-record via email and certified mail within five business days of receiving the appeal. If the Department of Social Work Chair is the instructor-of-record for the grade under appeal, has a conflict of interest, or has been directly involved in the matter under review, this step will be bypassed and the appeal will proceed directly to the Dean of the College of Community and Public Affairs.
11. An appeal to the Dean of the College of Community and Public Affairs may be made only on the grounds of a violation of due process and/or the availability of new information not previously considered. The student must submit a written appeal that clearly states the basis for reconsideration and includes all materials from the prior stages of the appeal. The appeal must be submitted via email within five business days of receipt of the Department Chair's decision. The Dean of the College of Community and Public Affairs will review the appeal in accordance with applicable College and University policies and procedures. In such cases an appeal goes to the Dean, there will be no further recourse in CCPA.

It is the responsibility of the student to follow the procedures outlined above in the correct order. For questions regarding the proper procedure or steps, contact the appropriate Program Director and/or the Senior Director of Academic Affairs.

Social Work License Advising and Questions about Social Work Licenses

New York State does not offer or require licensure for BSW-level social work practice. Licensing questions regarding other states and jurisdictions should be directed to the specific states' licensing boards.

Additionally, SUNY Binghamton (Binghamton University) cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming. The information provided in this handbook does not account for changes in state law or regulation regarding licensure that occur after this handbook was made.

Field Education

Field education is an integral part of the educational process and is intended to guide and support students through ongoing supervision and by creating opportunities for students to apply concepts discussed in coursework. Further, it affords students opportunities to acquire knowledge and practical skills needed to practice competently within the social work profession. The coursework and field instruction closely correspond with one another and assignments in classwork are often applied within the fieldwork setting.

Students in the BSW program must complete a field placement in their senior year of undergraduate study. Students will need to complete 16 hours a week for 34 weeks, totaling 510 hours throughout the year. One field placement will extend over 2 semesters.

Field placements are arranged by the Field Office; students may not contact and arrange field placements on their own. Students will, however, be given options in the placement process. Every effort is made to secure appropriate field placements for students in geographic locations convenient for them. Specific details regarding the requirements and policies for field education can be found in the [BSW Field Manual](#).

Academic Policies and Procedures for Undergraduate Students

Undergraduate academic policies and procedures can be found in the [University Academic Guide](#).

Undergraduate Academic Policies – CCPA

The college generally follows the academic policies announced in the University Academic Guide; however, students should be aware of the following policies pertinent to CCPA undergraduates only. Students are expected to be familiar with and to observe the regulations in this section.

All matriculated students follow the requirements for graduation listed in the *Academic Guide* current at the time they are admitted to the degree program. However, students who interrupt enrollments for more than three consecutive semesters are governed by the *Academic Guide* in effect when they are readmitted.

Upon the academic advisor's recommendation and an approved petition through the BSW Program Director, students may elect a later *Academic Guide* under which they fulfill these degree requirements; however, they may not use a combination of requirements from different *Academic Guides*. When courses required in older *Academic Guides* are no longer offered, or in other special cases, course substitution may be made with the approval of the BSW Program Director.

Program Load and Planning

The term "full-time student" is applied to a person carrying 12 credits or more. The maximum number of credits a student may take, without the special approval of the academic advisor and BSW Program Director, is 18.

A student may drop below 12 credits without consent and be classified as a part-time student. This can, however, impact financial aid and full-time status in the program, and students are encouraged to meet with their academic advisor and/or someone from the Financial Aid office prior to making a change of this nature. Students are enrolled in a major when accepted into the school. The BSW academic advisor and the BSW Program Director can provide assistance in program planning for students.

Grades

The grading system for the Baccalaureate of Social Work program follows the grading policy for the University, which can be found in the *University Academic Guide*. Grading policies specific to the CCPA can be found in the [University Academic Guide](#).

Grade-Point Averages

Grade-point averages are computed for students in all of the University's undergraduate schools.

For the purpose of computing semester or cumulative averages, each letter grade is assigned a quality point value as follows:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0

C- = 1.7

D = 1.0

F = 0.0

These grade values are combined with course credit hours to produce a grade-point average.

Grade Policies

Students taking CCPA undergraduate courses are graded in one of two ways:

- A, A-, B+, B, B-, C+, C, C-, D, F; or
- Pass/Fail

Under the normal grading system, students choose the first option. However, undergraduates in CCPA may elect the Pass/Fail option for a total of four courses while a student at Binghamton University and receive a P (pass) or F (fail) rather than a traditional grade. Courses taken for a Pass/Fail option may not be used to complete major or prerequisite requirements or the general education requirements. Mandatory Pass/Fail courses do not count as part of the four total courses. A course taken on the Pass/Fail option is calculated into the student's grade-point average only if the student receives an F.

The grading option for a course may be changed (either from normal to Pass/Fail, or vice versa) at any time up until the course-withdrawal deadline, usually during the ninth week of the semester. Electing to pass/fail a course can impact a student's degree progress, and it is recommended that students meet with their academic advisor prior to changing a course grading option.

Repeating Courses

Social Work prerequisite and core courses:

Students must repeat a social work prerequisite and/or core requirement if they receive a C-, D, F or W. Students can only take a BSW course twice, or retake a course *one time*. Failure to achieve the minimum passing grade or withdrawal in the same prerequisite and/or core requirement course will result in dismissal from the program. Please note that failing a field course (e.g. SW 491, SW 492) may also have additional consequences that the student will need to review in the BSW field handbook.

When retaking a course, students can only retake a course when it is regularly scheduled.

University Retake Policy:

Courses for which students previously received credit at Binghamton University or through AP, CLEP, Higher Level International Baccalaureate courses, or through transfer credit at another institution are not counted as credit towards the degree nor is the second grade calculated into the GPA.

Students may retake courses in which they have received a passing grade (D or higher). This is to allow a student to demonstrate mastery of a given subject matter upon which successful performance in later courses may depend. The repeated course does not count toward hours attempted, hours completed or the GPA.

Students may retake courses in which they have received a failing grade. The repeated course will count toward the overall hours attempted, hours completed and the GPA.

Notation of Incomplete

A notation of Incomplete, rather than a grade, may be reported by the instructor when a student has made substantial progress, but has not been able to complete a course. In addition, the student must have a valid reason, because of illness or other justifiable circumstances, for requesting an Incomplete. The questions of substantial progress, potential to pass the course, and a valid reason for the request are decided by the instructor. Instructors have discretion about whether or not to grant an Incomplete grade. When requesting an Incomplete, it is strongly suggested that the student and instructor:

- Complete a Contract (please refer to [Appendix C](#)) for Fulfilling an Incomplete form, which is signed by the student and the instructor;
- Specify in the contract how the course will be completed, by what date the work will be completed, and specifically list all outstanding assignments (tests, papers, presentations) to be completed;

An Incomplete becomes an F at the end of the major semester following that in which the Incomplete was granted, unless a Change of Grade form is submitted by the instructor. It is the student's responsibility to ascertain that the coursework has been completed according to the contract, and the new grade is submitted by the instructor. An extension of the deadline must be approved by the CCPA Director of Undergraduate Services on a Request for Extension of Incomplete Grade in an Undergraduate Course form, and is approved only in highly unusual circumstances.

Withdrawal from a Course

If a student wishes to withdraw from a course, they are required to withdraw by the University course withdrawal deadline. If students face special circumstances and wish to withdraw from a course after the withdrawal deadline, they may petition through the department advising office. Students must present documented circumstances beyond their control for consideration of their request to withdraw from a class. A student who withdraws from a course will receive a grade of "W" on their transcript, indicating that a withdrawal has been pursued and approved. Due to the sequencing of the BSW program, it is recommended that you consult your academic advisor before withdrawing from a course.

Grade Changes

No changes from one letter grade to another and no extensions of an Incomplete are permitted after 12 months from the date of the last day of class in the semester in which a course was offered.

Academic Standing

The faculty in the College of Community and Public Affairs (CCPA) expect academic excellence from our students.

Students must maintain a minimum of a 2.0 cumulative grade point average (GPA) to make satisfactory progress toward the BSW degree. A minimum of a 2.0 cumulative GPA is required of students for graduation.

The GPA is calculated on a 4.0 system using the following grade-point equivalents:

Grade	Grade Points	Grade	Grade Points
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D	1.0
B-	2.7	F	0.0

The assessment of satisfactory progress to degree will be conducted for students at the end of the fall and spring semesters. The failure to maintain a minimum of a 2.0 cumulative GPA at the end of a semester will result in the student's academic probation. As such, an academic probation notation will be placed on the student's internal academic transcript.

Students who do not achieve a minimum of a cumulative 2.0 GPA in a subsequent semester following academic probation may be subject to academic suspension from Binghamton University. An academic suspension notation will be placed on a student's internal academic transcript. Students that receive academic suspension may be readmitted to the University after one year. Please note that students may be readmitted to the University after one semester upon the successful completion of 12 credits or more, earning a grade of B or better in all courses taken at an accredited college or university. Students should contact their academic advisor and produce a transcript demonstrating Bs or better in 12 credits of coursework.

Students who do not have the minimum of a 2.0 cumulative GPA in the semester following academic suspension, or any subsequent semester, may be subject to permanent academic dismissal from the University. Please note that a student will not be suspended or dismissed if the student's semester GPA is greater than a 2.0 GPA. Academic standing is assessed at the end of each spring and fall semester. A minimum 2.00 cumulative GPA is required for maintaining good academic standing. Failure to achieve a 2.00 cumulative GPA by the end of a spring or fall semester at Binghamton University results in a probation status noted on the student's internal transcript.

Academic Probation and Dismissal

Each school or college determines policies by which students are placed on academic probation when academic performance, as reflected in the grade-point average, raises doubts about the student's capability to complete requirements for the bachelor's degree. Academic probation does not imply either suspension or dismissal, and does not preclude the student's registering or receiving financial aid. Academic probation ordinarily entails a contract with the student to complete a specified amount of coursework in a specified period of time at a specified level of performance.

Students are subject to academic dismissal from the University at any time their record warrants. Students dismissed for academic reasons should contact their school's academic advising office for any conditions to be satisfied before re-enrollment is permitted.

Confidentiality of student records is maintained in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA). (See the Binghamton University Student Handbook.) Additional information is available at the [Student Records and Registrar's website](#).

In cases where students demonstrate continuous unsatisfactory academic performance, including but not limited to a consistent pattern of failing grades, multiple withdrawals and/or a low cumulative GPA, these circumstances may result in receiving a letter of academic warning. The letter of academic warning will indicate that academic probation will occur in the event that the student does not improve his/her academic performance in a subsequent semester. Those students that continue to demonstrate unsatisfactory academic performance in any subsequent semester may be subject to academic probation followed by academic suspension and ultimately academic dismissal from the University.

Dean's List

To qualify for the CCPA Dean's List at the end of the fall or spring semesters, a student must have completed at least 12 credit hours for a letter grade with a 3.75 or better semester GPA and have no missing or incomplete grades. Recognition is given for each semester in which students meet these criteria. The award is noted on the student's academic transcript.

Graduation with Honors

Students with outstanding academic records receive honors upon graduation. To qualify, students must meet the cumulative grade-point averages specified below, have at least 48 graded Binghamton University credits and have no missing grades or Incompletes. Honors are awarded as follows:

3.50-3.69 GPA: cum laude

3.70-3.84 GPA: magna cum laude

3.85-4.00 GPA: summa cum laude

The appropriate graduation honors are indicated on the diploma and on the final transcript.

Withdrawal and Readmission

If students who withdraw from the College of Community and Public Affairs wish to remain in good standing, they must follow a formal withdrawal procedure. Mere absence from class does not constitute withdrawal. Withdrawal applications may be obtained from the Registrar's Office website under Forms or from the CCPA Undergraduate Academic Advising Office, either in person or through the mail. A grade of W is assigned when the student has withdrawn from all courses, and thus, from the University. Grades of W do not count as courses taken.

CCPA applies the same withdrawal and readmission policies as established for the University, except that CCPA students may drop below a three-course program without consent.

Undergraduate students must apply for readmission through the Undergraduate Admissions Office.

Transfer of Credit

Once students are matriculated at Binghamton University, they may obtain credit toward graduation for courses taken at other institutions. The awarding of transfer credit is determined by each undergraduate school. We do not specifically list offerings at other schools in the Binghamton University *Academic Guide* or elsewhere on the University website; however, courses taken at other accredited colleges and universities can most often be entered as transfer credit. Evaluations are completed in the advising office of each school. Questions regarding transfer credit decisions may be discussed with your academic advising office. Before any courses are taken elsewhere, students should consult their academic advisor to determine the suitability of such courses toward degree completion.

Transferred credits are adjusted when the credit system at the other institution is different; e.g., credits taken under a quarter system rather than a semester system are transferred to Binghamton at two-thirds of their quarter-credit value. In general, credits may be transferred only if they were earned for courses that are essentially theoretical rather than practical in nature (e.g., not practice teaching or typing courses), and if the student received a grade of C– or better, or the equivalent.

Students need a letter grade of a C or better in all prerequisites for the BSW Program in order to fulfill this requirement. Students should use the [BSW Transfer Petition](#).

These guidelines apply to courses taken at other institutions during a summer or winter session, correspondence courses, online courses, study-abroad courses sponsored by other units of the State University of New York, and courses taken through the National Student Exchange Program (which involves a semester or a year of study at one of many participating schools).

Students participating in study-abroad programs sponsored by American universities not a part of the State University of New York system, as well as students studying for a time at a foreign university, should first obtain approval from their academic advising office. Upon completion of the semester abroad, the student should request that the institution attended send a transcript or official grade statement to the appropriate academic advising office at Binghamton University.

Transfer of BSW Course Credit

Undergraduate social work courses completed at another institution's CSWE accredited BSW program may be accepted for credit towards the BSW degree at Binghamton University in lieu of any required courses, provided such courses covered content similar to that taught in Binghamton University's required courses.

A minimum grade of B is required for transfer credit. Requests for Transfer Credit forms will be modified for the BSW program and made available at the Department Program Office. Course syllabi must be submitted with the form to the program office for consideration. Once a student turns in the form and syllabi for social work courses they wish to transfer credit, the program director and an additional person within the BSW program will review to ensure the courses that were previously taken covered content similar to what is taught in Binghamton University BSW courses. Once a decision is made, an email would be set to the student whether their request for transfer credit was approved or denied. A maximum of 12 credits can be transferred towards BSW course credit.

Course Credit for Life or Work Experience

Binghamton University Department of Social Work does **not** grant social work course credit for life or work experience.

Guidelines on Student Rights and Responsibilities

Students can find information regarding their rights and responsibilities in the Social Work Department Handbook as well as at <https://www.binghamton.edu/student-handbook/index.html>

Academic and Professional Conduct

Professional & Ethical Conduct Standards for Social Work Students

The program has adopted professional and ethical conduct standards for social work students that when clearly and consistently observed and followed, allows students to be successful in the program.

The Department of Social Work's mission is to prepare social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners and learners. The principles that guide the program are:

- A focus on people's strengths
- A celebration of human diversity
- The application of multi-system practice methods to promote human well-being and fair, equitable communities
- A commitment to social justice
- A focus on working with diverse clients from a bio-psycho-social-spiritual-cultural perspective across the entire life span
- A focus on social work practice and collaboration with clients and organizations in public and not-for-profit settings.

The well-being of clients and the integrity of the social work profession are our top priorities. In order to remain in good standing in the Dept of SW, all students, consistent with in the NASW Code of Ethics, "...must not allow their own personal problems, psychosocial distress, legal problems, substance use, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p. 23, NASW Code of Ethics).

The Department of Social Work has developed a list of Professional and Ethical Conduct Standards for Social Work Students which must be clearly and consistently observed and followed, in order for students to be successful in the program.

Standards	Skills and Essential Behaviors	Descriptors/Examples
Professional Ethics	Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics. Demonstrates an understanding and appreciation of the value of diversity. Works effectively and responsibly with people who are of differing races, ethnicities, abilities, ages, classes, genders, sexual orientations, religious beliefs and/or nationalities, etc. Shows respect and effectively advocates for the rights of others. Demonstrates a commitment to ending social and economic injustice. Maintains and demonstrates comprehension of professional boundaries. Is committed to clients' freedom of choice and self – determination. Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications. Refrains from sexually harassing others, making of verbal or physical threats or abusing others in physical, emotional, verbal or sexual ways. Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist.	Maintains confidentiality. Demonstrates openness to working with diverse groups and individuals of different backgrounds including fellow students, colleagues and clients. Asks supervisor and instructors for help when needed. Follows through with commitments. Maintains clear boundaries. For example, does not socialize with clients.

	Utilizes clinical supervision effectively and demonstrates a willingness to ask for help.	
Self – Awareness	Demonstrates ability to acknowledge how one's own attitudes, beliefs, biases and personal and past experiences affect professional judgment, decision-making, thinking, behavior and relationships. Shows willingness and ability to assess and reflect on strengths and identify areas for improvement. Is open to feedback and constructive criticism. Demonstrates a level of self-awareness and an ability to express how one is perceived by others. Demonstrates an ability to self-critique, and an ability to assume full responsibility to protect peers, colleagues, research participants, clients, and others from the adverse consequences of personal performance problems and behaviors.	Demonstrates self reflection in class, internship, process recordings, group work and written course exercises. Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients. Takes initiative in gaining knowledge as needed. Makes changes based on feedback and constructive guidance.
Communication	Communicates responsibly, respectfully and effectively with colleagues, faculty, staff, administrators, field instructors and clients, etc. Utilizes effective listening and empathic skills in order to establish rapport.	Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Social Work Department and field agency personnel. Expresses feelings and ideas in a way that can be understood by others.

	Demonstrates ability and willingness to listen to others and is open to feedback. Advocates effectively in a constructive manner according to NASW guidelines. Utilizes institutional channels first in order to effectively resolve conflicts. Demonstrates respect for the professional expertise of fellow agency workers, students in class, and program faculty and staff, etc.	Participates cooperatively as a productive member of the classroom, agency task groups and teams. Maintains commitments to clients, students and colleagues. Voices opinions and feedback in a productive and non-judgmental manner. Demonstrates effective, respectful ways to advocate for self and others. Prepares written documents that are clear, concise, accurate and complete and that reflect correct grammar and APA citation and referencing guidelines. Follows agency guidelines for record keeping.
Readiness	Is open and committed to learning from colleagues, classroom and field instructors. Seeks out and utilizes help when needed and responsibly addresses one's own health and emotional challenges that may interfere with scholastic and professional performance. Is able to distinguish between facts and inference. Is able to draw conclusions based on relevant information and evidence. Demonstrates ability to think critically.	Takes initiative with basic tasks in agencies such as making phone calls, taking messages, calling agencies to gain information about their services, locating resources in the community. Demonstrates ability to include relevant and applicable literature in presentations, research and written work. Assessments of clients reflect a comprehensive, inclusive and relevant data. Demonstrates use and knowledge when working with clients through the use of process recordings. Demonstrates willingness to take initiative

	Demonstrates an ability to write clearly with appropriate grammar and sentence construction.	Can identify problem solving steps to resolving challenges. Able to communicate ideas clearly in writing.
Professional Behavior	Shows willingness and ability to effectively prioritize, manage and complete tasks on time and observe and meet deadlines. Seeks professional help and consultation when needed. Utilizes thoughtful and informed judgment in making professional decisions. Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field practice experiences. Is able to form and sustain professional relationships.	Arrives on time to all classes, meetings and field agency required hours. Consistently follows through with commitments including group work assignments, field work and assignments. Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients. Communicates in advance whenever there is an interruption of planned attendance or task completion and identifies alternatives for task completion to instructors, field instructors, field liaisons and academic advisors. Voices concerns to field instructor and/or liaison in a respectful manner and in accordance with agency and field protocols and policies. Keeps field instructor, liaison, instructors and staff apprised of issues that may arise and works proactively with all parties to alleviate issues.

Professional Performance

Before being admitted to the program all prospective students are required to sign a contract). In this contract students state that they have read and agree to abide by the NASW Code of Ethics. A few of the pertinent clauses in this contract are:

I will continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.

I give any faculty or staff permission to discuss my progress in the BSW Program with the Director and any other social work faculty or staff members.

I understand that although I am admitted to the BSW Program, if my professional development is not deemed satisfactory by the social work faculty, the BSW Program has the right and the responsibility to request reassessment of my suitability for the program.

Student Athletes

Student-athletes are responsible for reviewing and following the current [Binghamton University Student-Athlete Handbook](#), including expectations for communicating anticipated absences related to University-sponsored travel and competition. Students should notify instructors and, when applicable, the Field Education Office as early as possible and work with their Athletics academic advisor when scheduling concerns arise, including those related to the University's missed class policy.

Student-athletes are held to the same MSW degree, academic, field education, and professional standards as all other students. Participation in intercollegiate athletics does not reduce or waive required credits, field education hours, course requirements, learning competencies, or standards for academic and professional performance.

Select Resources and Services for Students

Student ID Card

All registered students are required to have a [Binghamton University student identification card](#). The ID card is used for identification, library borrowing and printing, transportation on University and local bus services, meal plans and BUC\$, admission to certain University events, and access to designated campus facilities, including the University Downtown Center. Students should carry their ID card when on University property and protect it from loss, damage, or misuse.

New students should upload an ID card photo through BU Brain. New graduate students may pick up their ID card from the Office of the Registrar in the Admissions Center, Room 181. Students should consult the [University's ID Card website](#) for current procedures, office hours, and fees.

Binghamton University Portal

The [Binghamton University portal](#) provides centralized access to University services and tools, including BU Brain, Brightspace, BMail and Google Workspace, and library resources.

[BU Brain](#) is the University's student records and self-service system. Students use BU Brain to access services and information such as registration, class schedules, grades, transcripts, proof of enrollment, financial aid, student accounts, and holds. Students should review BU Brain and their student account regularly to ensure that their registration, contact information, financial information, and other records are accurate.

Course Registration

Students who are uncertain about which courses to take should consult with their assigned academic advisor before registering or making changes to their enrollment.

Students should review the Schedule of Classes, their assigned registration time, any registration holds or restrictions, and the [University's course-registration instructions](#) before registering. For important registration deadlines, see the [Academic Calendar](#).

Brightspace

Brightspace is the learning management system utilized by Binghamton University. Visit to my.binghamton.edu and click on "Courses" to access Brightspace.

Among its many features, you can use Brightspace to:

- Access each of your courses and course materials, e.g., lecture slides, required readings, supplemental learning materials.
- Complete and submit assignments.

- View grades and feedback from instructors.
- Engage with your instructor and classmates through announcements and discussions.

You can access 24/7 technical assistance by using the “Help” tab on the navigation bar of the [Brightspace home page](#).

Computing Services

[Information Technology Services](#) provides technology support and resources for Binghamton University students. The ITS Help Desk is the University’s primary point of contact for technology questions and problems. Students may call the Help Desk at 607-777-6420 or submit a support ticket through the ITS website.

Available student technology resources include Microsoft 365, Google Workspace, public computer labs, student printing, online file storage, the BingView virtual desktop environment, and a short-term laptop loaner program. Courses may also use tools such as Panopto and Zoom. Students should maintain access to a computer and internet connection sufficient to use BMail, Brightspace, and other required course technologies, and should promptly seek assistance when a technology problem arises.

The [University Downtown Center Library-Information Commons](#) also provides printing, scanning, computer, and study resources, including designated computer pods.

Electronic Communication

Binghamton University Email

All students receive a Binghamton University computer account and BMail address. BMail is the student’s official University email address, and students are responsible for communications sent to that account. Official messages may include information regarding registration, course and program requirements, field education, financial aid, billing, academic standing, University policies, and other time-sensitive matters. Students should activate their account promptly, complete required multifactor authentication steps, and check BMail regularly.

Students can access step-by-step instructions for activating their Binghamton University computer account and BMail [here](#).

B-Line

[B-Line](#) is an official University communication service for students. B-Line is generally distributed to registered students at 11 a.m. on Tuesdays and Thursdays when classes are in session and includes University announcements, deadlines, events, and other information of interest to students. Students should review B-Line as part of their regular monitoring of University communications.

B-ALERT Emergency Notifications

Binghamton University uses the [B-ALERT system](#) to distribute emergency and critical campus information. Emergency email messages are sent automatically to Binghamton University email accounts. Students who wish to receive text alerts must ensure that a current cell phone number is registered with the system. Students should regularly review and update their emergency contact information.

Students may also use [SafeBing](#), the University's mobile safety application, to receive emergency notifications and access campus safety information.

Academic and Professional Resources

University Downtown Center Library and University Libraries

The Department of Social Work is located in the University Downtown Center. The [UDC Library-Information Commons](#), located on the main floor, provides collections and services that support the College of Community and Public Affairs, including the Department of Social Work. Students must present a valid Binghamton University ID to access the UDC Library.

Students who need help locating, evaluating, or using research materials may seek research assistance through the Libraries. Research help may be available through email, online chat, and consultation with library staff. Students may also consult subject librarians, who provide discipline-specific support with research strategies, database searching, information literacy, and use of library resources. Consult the [Ask a Librarian](#) web page for more details.

[Binghamton University Libraries](#) also provide access to electronic journals, databases, e-books, research guides, and other materials. Students who need help identifying, locating, evaluating, or using research materials may use Ask a Librarian services or consult a subject librarian. Materials not held by the Libraries may be available through [Interlibrary Loan or Document Delivery](#), subject to current eligibility and lending policies.

Writing Center

The [Writing Center](#), part of Binghamton University's Writing Institute, provides free writing support to undergraduate and graduate students across disciplines. Tutors can assist students with papers, research projects, reports, proposals, presentations, organization, source integration, citation practices, and other aspects of the writing process. The Writing Center does not provide proofreading or editing services but works with students to strengthen their own writing and revision skills. In-person and limited online appointments may be available. Students should consult the [Writing Center website](#) for current appointment options, hours, and scheduling procedures.

Services for Students with Disabilities (SSD)

Students requesting disability-related accommodations should register with [Services for Students with Disabilities](#). SSD is the University office responsible for reviewing disability-related documentation, engaging in an individualized interactive process, and authorizing reasonable accommodations. Students are encouraged to contact SSD as early as possible and must submit

the applicable semester request to receive approved accommodations during each academic session.

SSD is located in University Union, Room 119, and may be contacted at 607-777-2686 or ssd@binghamton.edu. Students should consult the [SSD contact page](#) for current registration, documentation, appointment, and accommodation procedures.

Success Coaching

[Success Coaching](#) provides individualized support with time and task management, organization, study strategies, motivation, goal setting, accountability, and use of University resources. Virtual and in-person appointments may be available. Students can learn more about Success Coaching by visiting their [website](#).

University Tutorial Services

[University Tutorial Services](#) provides free tutoring support for Binghamton University students. Students should review current tutoring options to determine whether tutoring is available for the course, skill area, or type of academic support they need. Students may contact University Tutorial Services at tutoring@binghamton.edu or 607-777-9235.

Fleishman Career Center

The [Fleishman Center for Career and Professional Development](#) provides services and resources for graduate students related to career exploration, résumés and cover letters, interviewing, networking, job searches, professional development, and career planning. Students may schedule in-person or virtual career-consulting appointments through hireBING by Handshake.

The Fleishman Center's [CCPA Hub Spot](#) provides career information and resources tailored to students in the College of Community and Public Affairs, including Social Work students.

Billing and Financial Aid

Billing

Students are responsible for reviewing and paying their University bill by the deadlines established by Student Accounts. Binghamton University issues electronic billing statements, and E-Bill notifications are sent to students electronically. Students may view and pay their bill through BU Brain/QuikPAY and should consult the Student Accounts website for current billing dates, payment options, late fee information, and other billing requirements.

Students are responsible for monitoring their Binghamton University email, BU Brain, QuikPAY, financial aid information, and student account regularly. Failure to receive or read an E-Bill notification does not relieve a student of responsibility for payment, enrollment confirmation, late fees, holds, or other consequences associated with missed deadlines. Students with questions about billing, payment, fees, or account balances should contact Student Accounts directly.

Visit the [Student Accounts website](#) for billing deadlines and other important information.

Financial Aid

Students seeking financial aid should consult the [Office of Financial Aid and Student Records](#) for current information about eligibility, application procedures, loan options, scholarships, and other funding resources. Financial aid eligibility and available funding options may vary based on enrollment status, program, residency, citizenship or eligible noncitizen status, prior borrowing, and other federal, state, University, or program requirements.

Students who wish to be considered for federal financial aid must file the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA may also be used to determine eligibility for some scholarships or other forms of institutional aid. Students should submit the FAFSA by the recommended filing date and monitor BU Brain, Binghamton University email, and any Financial Aid requirements or requests for additional documentation.

Campus Resources

Meals and Snacks

Students should consult [Bearcat Dining](#) for current food and beverage options, hours, payment methods, and meal-plan information at the University Downtown Center and Vestal campus. Bearcat Dining has identified Bearcat Express, a self-service market offering coffee, beverages, snacks, and grab-and-go food, as the UDC dining option beginning in Fall 2026. Offerings and hours are subject to change.

Campus Preschool and Early Childhood Center

The [Campus Pre-School and Early Childhood Center](#) is an accredited, nonprofit early-childhood program located on the Vestal campus behind the East Gym. It offers full- and part-time programs for eligible children and serves University-affiliated and community families. Enrollment is based on space and waiting-list procedures. Interested students should consult the Campus Preschool website for current programs, eligibility, tuition, hours, and enrollment information.

Multicultural Resource Center

The [Multicultural Resource Center](#) supports cultural engagement, inclusive community building, student development, and intercultural learning. The MRC offers programming, events, a lounge, multifaith prayer and meditation spaces, and other resources. It is located on the ground floor of Bartle Library. Students should consult the MRC website for current programs, hours, and opportunities.

Recreation and Fitness

[Campus Recreation](#) offers open recreation, fitness and wellness activities, aquatics, intramural and club sports, outdoor recreation, and other opportunities. Currently enrolled students with a valid University ID may use designated open-recreation facilities and activities, including swimming, basketball, volleyball, racquet sports, and certain outdoor facilities.

Access to the FitSpace fitness center and group fitness classes requires a separate fitness membership. Students should consult [Campus Recreation facilities and services](#) for current schedules, membership requirements, facility availability, and fees.

Transportation and Parking

Bus and Shuttle Services

[Off Campus College Transport \(OCCT\)](#) and Broome County Transit provide transportation to eligible Binghamton University students at no additional charge with a valid University ID. OCCT operates several routes serving the University Downtown Center, Vestal campus, student residential areas, and community destinations. BC Transit also operates routes serving the UDC and the surrounding community. Routes and schedules may change, and students should consult Transportation and Parking Services and the applicable transit provider before traveling.

Parking

Students who drive to University property must register their vehicle and purchase the appropriate virtual parking permit or use an authorized paid parking space, as applicable. [Student parking permits](#) are purchased online through the Transportation and Parking Services portal and are associated with the vehicle's license plate. Students are responsible for understanding the locations, times, and restrictions associated with their permit. Students should consult [Transportation and Parking Services](#) for current permit options, rates, maps, parking regulations, accessibility information, and parking availability.

Health and Safety

Decker Student Health Services Center

The [Decker Student Health Services Center](#) provides medical services to registered in-person students, including care for acute illness and injury, immunizations, laboratory services, sexual and reproductive health services, psychiatric consultation, travel medicine, and health education. Students should use the Patient Portal and consult the Health Services website for current appointment, eligibility, service, and fee information.

Incoming students must satisfy applicable [University health and immunization requirements](#). Students should submit required information through the Patient Portal and monitor their account for notices regarding missing or incomplete requirements. Failure to meet applicable requirements may result in registration holds, disenrollment, or restrictions on campus participation.

University Police

The [New York State University Police at Binghamton University](#) is a fully accredited law-enforcement agency operating 24 hours a day, seven days a week. To report an emergency, students should call 911 or 607-777-2222. For non-emergency assistance, including lost-and-found inquiries, students may call 607-777-2393.

Support Services

Binghamton Support Network

The [Binghamton Support Network](#) is a searchable resource that helps students identify appropriate University and community services based on a particular concern or need. Students who are uncertain where to seek assistance may use the Support Network as a starting point.

CARE Team

The Dean of Students' [CARE Team](#) provides case-management support to students experiencing complex personal, academic, health, family, financial, or other challenges. The CARE Team can assist students in identifying resources, navigating University processes, addressing crises, and considering withdrawal or other options when circumstances interfere with academic participation.

University Counseling Center

The [University Counseling Center](#) provides clinical, consultation, urgent-care, and referral services to eligible undergraduate and graduate students. Services may include individual and group counseling, same-day urgent appointments, telehealth, referrals, and treatment coordination. Students should contact the UCC or review its website for current eligibility, appointment, location, and telehealth requirements.

University Ombudsman

The [Office of the University Ombudsman](#) provides confidential, independent, and impartial assistance to students and other members of the University community. The Ombudsman can help students clarify concerns, understand policies, identify formal and informal options, prepare for difficult conversations, and consider approaches to resolving conflicts. The Ombudsman does not conduct formal investigations or participate in formal University proceedings.

Appendix A:

Social Work Contract and Student Certification Disclosure

Social Work Contract

I agree to the following academic contract:

Social workers serve a wide variety of client systems that could include the poor; victims and perpetrators of abuse; people with different sexual orientations; those with racially and ethnically diverse backgrounds; people of all ages; persons from diverse religious, spiritual and cultural backgrounds; and many other aspects of human diversity. Social work services should be provided without prejudice and/or imposition of the worker's values on clients.

- I have read and understand the National Association of Social Workers Code of Ethics and agree to adhere to the standards therein.
- I have read the Binghamton University Department of Social Work Performance Standards for Admission, Matriculation and Graduation (*next page*), and agree to adhere to the standards therein.
- I will continue my professional development through regular self-assessment of my academic and personal aptitude and performance.
- I will continue my professional development, taking seriously faculty assessments of my academic and professional aptitude and performance. This includes discussion with faculty about their observations underlying their evaluations and the steps I might take when improvement is warranted.
- I understand and agree that the faculty and staff may share with other faculty, staff and administrators, field instructors and other staff at field agencies, information about student situations in connection with professional development and academic concerns arising in the social work program. Faculty and staff will make every effort to keep confidential any student information that the faculty or staff member feels is not necessary to discuss concerning the student in connection with professional development and academic concerns. As appropriate, faculty and staff will discuss with students the scope of the information being shared.
- I will become familiar with all course and program requirements and accept responsibility for taking all required courses in the correct sequence.
- I understand that although I am admitted to the BSW program, if my professional development is deemed unsatisfactory by the social work faculty, the BSW program has the right and responsibility to request reassessment of my suitability for the program. The social work faculty, in turn, will provide academic instruction and professional advising to assist with the learning and professional development process.

Social Work Performance Standards for Admission, Matriculation and Graduation

The Department of Social Work's mission is to prepare social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners and learners. The principles that guide the program are:

- A focus on people's strengths
- A celebration of human diversity
- The application of multisystem practice methods to promote human well-being and fair, equitable communities
- A commitment to social justice
- A focus on working with diverse clients from a bio-psycho-social-spiritual-cultural perspective across the entire life span
- A focus on social work practice and collaboration with clients and organizations in public and not-for-profit settings
- The well-being of clients and the integrity of the social work profession are our top priorities.

To remain in good standing in the Social Work Department, all students, consistent with in the NASW Code of Ethics, "...must not allow their own personal problems, psychosocial distress, legal problems, substance use, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p. 23, *NASW Code of Ethics*).

The Department of Social Work has developed a list of performance standards for admission, matriculation and graduation that must be clearly and consistently observed and followed for students to be successful in the program.

Professional Ethics

Skills and Essential Behaviors

Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics
Demonstrates an understanding and appreciation of the value of diversity; works effectively and responsibly with people of differing races, ethnicities, abilities, ages, classes, genders, sexual orientations, religious beliefs and/or nationalities
Shows respect and effectively advocates for the rights of others
Demonstrates a commitment to ending social and economic injustice
Maintains and demonstrates comprehension of professional boundaries
Is committed to clients' freedom of choice and self-determination
Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications
Refrains from sexually harassing others; making verbal or physical threats; or abusing others in physical, emotional, verbal or sexual ways
Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist
Utilizes clinical supervision effectively and demonstrates a willingness to ask for help

Descriptors/Examples

Maintains confidentiality
Demonstrates openness to working with diverse groups and individuals of different backgrounds including fellow students, colleagues and clients
Asks supervisor and instructors for help when needed
Follows through with commitments
Maintains clear boundaries; for example, does not socialize with clients

Self-Awareness

Skills and Essential Behaviors

Demonstrates ability to acknowledge how one's own attitudes, beliefs, biases and personal and past experiences affect professional judgment, decision-making, thinking, behavior and relationships
Shows willingness and ability to assess and reflect on strengths and identify areas for improvement
Is open to feedback and constructive criticism
Demonstrates a level of self-awareness and an ability to express how one is perceived by others
Demonstrates the ability to self-critique and to assume full responsibility to protect peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors

Descriptors/Examples

Demonstrates self-reflection in class, internship, process recordings, group work and written course exercises
Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients
Takes initiative in gaining knowledge as needed
Makes changes based on feedback and constructive guidance

Communication

Skills and Essential Behaviors

Communicates responsibly, respectfully and effectively with colleagues, faculty, staff, administrators, field instructors and clients
Utilizes effective listening and empathic skills to establish rapport
Demonstrates ability and willingness to listen to others and is open to feedback
Advocates effectively in a constructive manner according to NASW guidelines
Utilizes institutional channels first to effectively resolve conflicts
Demonstrates respect for the professional expertise of fellow agency workers, students in class, and program faculty and staff

Descriptors/Examples

Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Social Work Department and field agency personnel
Expresses feelings and ideas in a way that can be understood by others
Participates cooperatively as a productive member of the classroom, agency task groups and teams
Maintains commitments to clients, students and colleagues
Voices opinions and feedback in a productive and non-judgmental manner
Demonstrates effective, respectful ways to advocate for self and others
Prepares written documents that are clear, concise, accurate and complete and that reflect correct grammar and APA citation and referencing guidelines
Follows agency guidelines for record keeping

Readiness

Skills and Essential Behaviors

Is open and committed to learning from colleagues, classroom instructors and field instructors
Seeks out and utilizes help when needed and responsibly addresses one's own health and emotional challenges that may interfere with scholastic and professional performance
Is able to distinguish between facts and inference
Is able to draw conclusions based in relevant information and evidence
Demonstrates ability to think critically
Demonstrates an ability to write clearly with appropriate grammar and sentence construction

Descriptors/Examples

Takes initiative with basic tasks in agencies such as making phone calls, taking messages, calling agencies to gain information about their services and locating resources in the community
Demonstrates ability to include relevant and applicable literature in presentations, research and written work
Assessments of clients reflect comprehensive, inclusive and relevant data
Demonstrates use and knowledge when working with clients through the use of process recordings
Demonstrates willingness to take initiative
Can identify problem-solving steps to resolve challenges
Able to communicate ideas clearly in writing

Professional Behavior

Skills and Essential Behaviors

Shows willingness and ability to effectively prioritize, manage and complete tasks on time and observe and meet deadlines
Seeks professional help and consultation when needed
Utilizes thoughtful and informed judgment in making professional decisions
Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field practice experiences
Is able to form and sustain professional relationships

Descriptors/Examples

Arrives on time to all classes, meetings and field agency required hours
Consistently follows through with commitments including group work assignments, fieldwork and assignments
Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients
Communicates in advance whenever there is an interruption of planned attendance or task completion and identifies alternatives for task completion to instructors, field instructors, field liaisons and academic advisors
Voices concerns to field instructor and/or liaison in a respectful manner and in accordance with agency and field protocols and policies
Keeps field instructor, liaison, instructors and staff apprised of issues that may arise and works proactively with all parties to alleviate issues

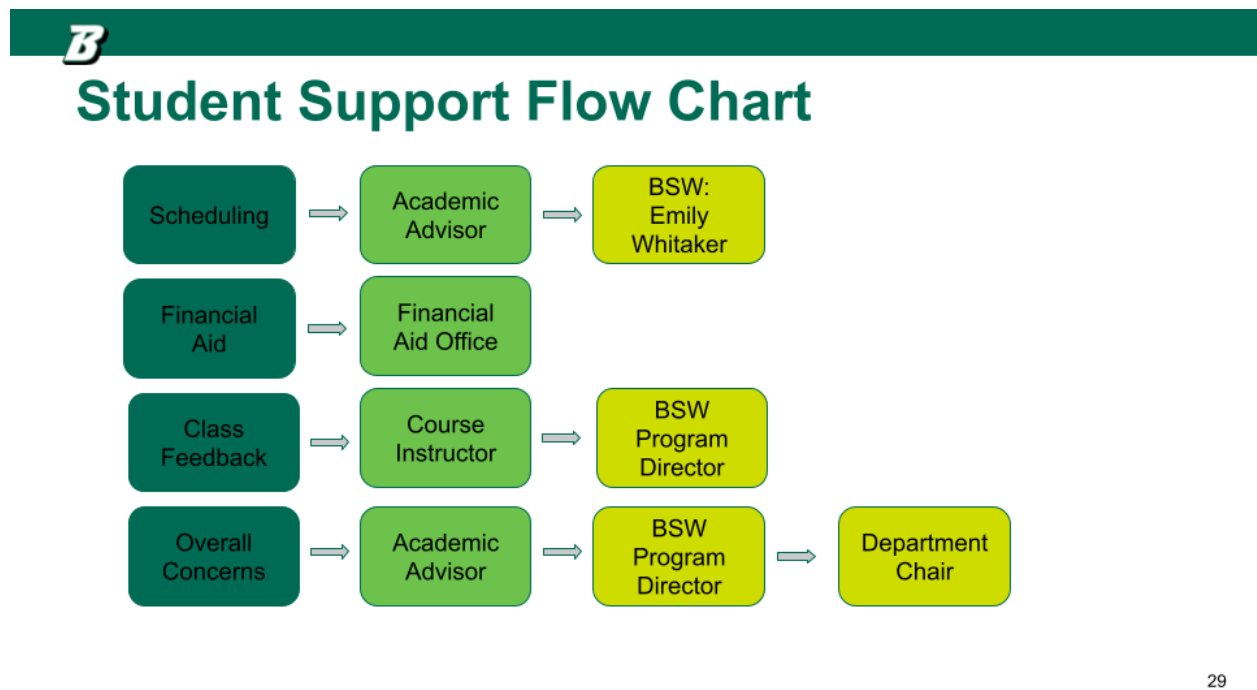
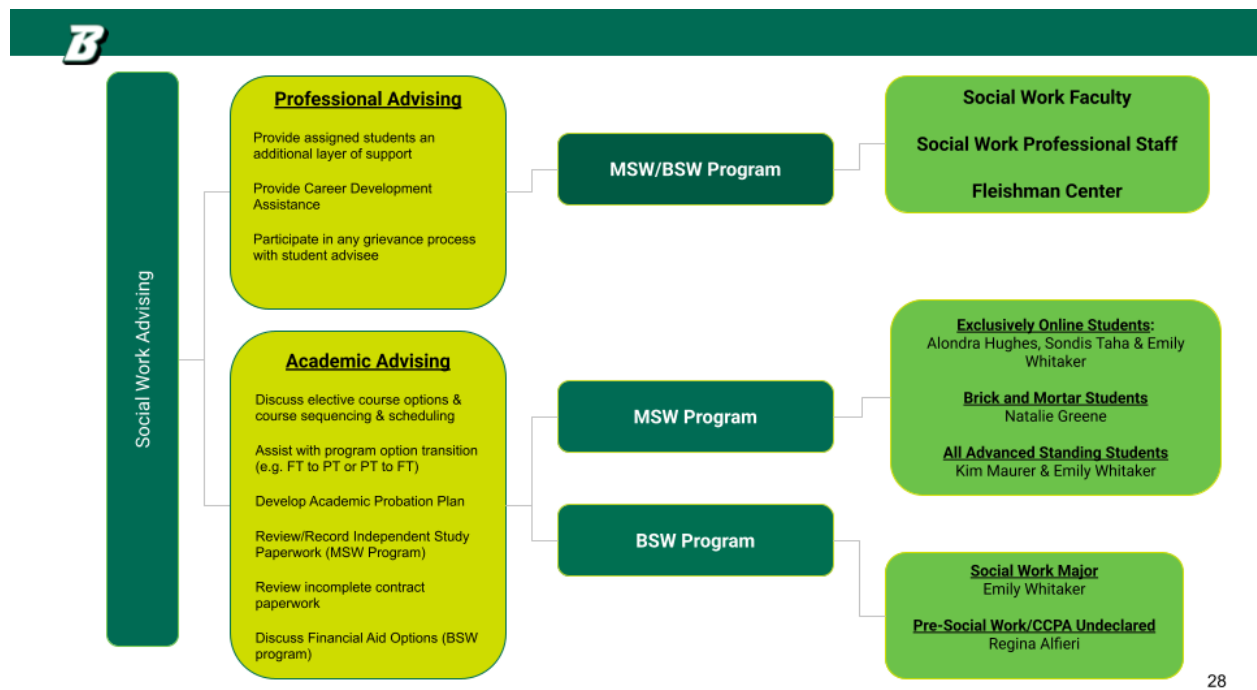
I have read and understand this Social Work Contract and the Social Work Performance Standards for Admission, Matriculation and Graduation, and agree to adhere to the standards therein.

STUDENT'S NAME

STUDENT'S SIGNATURE

DATE

Appendix B: Student Support Flowchart



Appendix C: Incomplete Contract

BINGHAMTON
UNIVERSITY

COLLEGE OF COMMUNITY
AND PUBLIC AFFAIRS

Department of Social Work

Incomplete Contract

An instructor may assign an Incomplete (“I”) when an MSW student has completed most of the coursework satisfactorily but, due to unforeseen circumstances beyond the student’s control, has not completed all course requirements by the end of the term.

An Incomplete is an exception. It may not be used to convert failing or unsatisfactory work into a passing grade, to extend coursework or a project that has expanded beyond the intended scope of the course, or as a grading option for an entire class or course. If a student wishes to pursue academic work that extends beyond the requirements of a course, the student may consult with their assigned academic advisor about whether a separate independent study is appropriate, subject to the Department’s independent study eligibility, proposal, approval, credit, and deadline requirements.

Student:

B-Number:

Semester:

Course Number:

Course Title:

Credit Hours:

Instructor:

Reason for the Incomplete Grade:

Remaining Requirements for the Completion of the Course:

Deadlines:

Incomplete coursework must be completed in sufficient time for the instructor to evaluate the work and submit a final grade within the University's six-month deadline, unless an extension has been approved through the process described below.

The instructor may set a coursework completion deadline earlier than the University's six-month deadline. This deadline should be based on the amount of remaining work, the nature of the course requirements, the amount of instructional time or coursework the student missed, and the instructor's availability to review and grade the work.

As a general guideline, the timeline for completing Incomplete coursework should correspond to the amount of instructional time or coursework the student missed. For example, if a student was unable to engage in the course for approximately two weeks due to unforeseen circumstances, the Incomplete Contract should generally require completion of the remaining work within two weeks, unless the instructor determines that a different timeline is appropriate.

Whenever possible, students should complete outstanding work before the next term begins. Unresolved Incomplete grades may create course overloads, prevent students from meeting prerequisite or progression requirements, disrupt course sequencing, and delay time to degree.

Students are expected to submit all remaining work at least one month before the final grade submission deadline to allow the instructor sufficient time to evaluate the work and submit the final grade. Instructors are expected to submit the final grade to the Office of the Registrar within one month of receiving all completed work, or by the University's six-month deadline, whichever comes first.

The instructor's deadline for submitting the grade will be _____ and, therefore, the student must meet all requirements by _____, so that the instructor has sufficient time to complete the grading process.

Agreement by the instructor to abide by the contract:

Instructor: _____ Date: _____

Agreement by the student to abide by the contract:

Student: _____ Date: _____

Approval by the Department Chair:

Department Chair: _____ Date: _____

The instructor should keep the original contract. Copies of the contract should be filed with the Department of Social Work and provided to the student and the assigned academic advisor.